Differential Treatment, a Determining Factor in Preparing the School Representative Football Team

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Abstract

Football is a game characterized by mixed, uneven effort in intensity and duration, fact which requires an appropriate training through methods adapted for developing all basic and specific motor skills and abilities (Dragan, 2008).

The multiple instructional and educational values of the football game led to its insertion in the school curricula too, where the contents of the general preparation of students are mentioned, as well as various types of organisation of school football activities.

Most often, the students selected for the football team as the representative of a school have different ages, and, in order to achieve the maximum of efficiency in their preparation, it is necessary to treat them differentially both in terms of age, level of training, as well as from the point of view of their specific motor abilities.

In this context, this study has setlled the following **goals**: to document, prepare and implement differential training programs for children in the secondary school, 11-14 years old (students of 5th, 6th, 7th and 8th grades) that are members of the representative football team of School No. 13 of Galați.

The **results** of the initial testing after the sport tests (speed running on 50 m flat with standing start; 4 minute long run; lead the ball through cones followed by a shot on goal) indicate that not all the tested students have an optimal level of preparation to grant them a position in the school football team, which is why it is necessary to train children differently. At the same time, the analysis of the results led to the statement of the working hypothesis and to the selection and use of specific operating systems, different according to the age and the level of training, that would contribute to the increase in the motricity indices specific to the football game.

As a result of using differential training programs, in the final testing we have demonstrated positive results in all children included in this study, even though their progress was unequal, children having different motor abilities depending on their individual features.

Keywords: training programs, school representative team, football, differential treatment

Introduction

The school representative football team, due to its participation in competitions, constitutes an end in itself, apart from organizing other football related activities in school. The teachers' preoccupation with the training and activities of the team must be closely related to their attention in selecting and gathering all students with special skills.

Leading football activities in this way has a special meaning, the more so as the selected students have different motor abilities, different levels of knowledge, but, at the same time, they go through different stages of biological development, because of their different ages with remarkable motor acquisitions and qualitative and quantitative leaps (Carbajal, 2002, Dragan, 2008; Athanasios, 2013).

From this point of view, the selection and training of school representative teams constitute a relatively difficult issue, as morphological and functional characteristics of the age of adolescence (secondary school, 11-14 years) create multiple difficulties, determining not only the present efficiency, but also the future efficiency of children (Apolzan, 2013; Mariman, Berger, Coolen**,** 2015). In this context, the teacher coach is responsible for finding appropriate means and methods that lead to a successful achievement of the goals.

In this regard, during the training process, particular attention should be paid to the differential treatment of children according to their individual features.

The hypothesis of this research starts from the premise that, if the process of training for the football school representative team uses programs based on differential treatment of the secondary school pupils, positive results can be recorded with regard to their level of specific training, but also to the overall level of general motricity of the children included in the study.

Means and Materials

a. Research Protocol

The research was performed between October 3, 2016 and April 28, 2017, in the gym and on the field for sports activities of School No. 13 of Galați.

b. ***The sample group*** was made up of a number of 24 pupils: 4 students from the 5th grade, 6 students from 6th and 7th grades and 8 students from 8th grade. The 24 students were randomly divided into 2 groups, 12 children representing the experimental group and the other 12 representing the control group.

c. Assessment Tests

In order to analyze the effort capacity and the specific motricity in secondary school children, members of the representative football team of School No. 13, a number of 3 tests have been implemented and the arithmetic means of the recorded results have been calculated, the standard deviation, the coefficient of variation, the average deviation, and the Student test.

Speed running on 50 m flat, with standing start: students stand at the starting line in the top position and run through a determined distance. The period of time needed for a student to cover this distance is timed from the moment he moves his rear foot to start to the moment he crosses the finish line.

Long run: it takes place on flat ground, in a platoon formation, each student taking his own pace, in order to run continuously, without stopping or starting to walk, for four minutes. The distance covered by each student in the four minutes of continuous running will be measured and recorded.

Leading the ball through cones followed by shot on goal: at the center of the field 5 cones are placed 2 m from on another. The last cone is situated 12 m away from the gate. The player starts one meter before the first cone, drives the ball through the five cones and then executes a full instep. The timer starts when the player touches the ball with his foot at the start and it stops when the ball goes beyond the goal line.

Analyzing the results of the initial tests, it was observed that the sample group had a relatively low degree of effort capacity development, which is why, in order to optimize the results of motor and effort indicators, a training program based on the differential treatment depending on the age and level of training of children from the experimental group was developed and proposed, in the context of the training lessons. Meanwhile, the children in the control group continued to use traditional means by working globally, all the members of the team executing the same drills.

The experimental preparatory program has been structured for six months, with a 90-minute workout session per week (Tuesday).

d. the proposed ***drills*** for the experimental group, meant to increase the value of the results of the investigated parameters, can be exemplified as follows (Table 1).

Table 1

Drills for general coordination, motricity, agility and balance	***Drills for groups of players***	***Games with various themes***
-Detach and lead the ball by dribbling through 6-8 cones, the ball being left after passing the last cone. The return will be made without the ball, in a slalom, running backwards through cones. The second teammate who will perform the drill, will start the slalom without cones, backwards; he will take the ball from the hoop and will return dribbling through the cones, and the round will be repeated with other players. -Two circles with three balls inside (a total of six balls) will be placed at 10 m from one another. At one end 3-4 children are placed-the first player will start with the ball, being forced to lead it, with the inside or the outside of the foot, and having to hit the ball as many times as	Training groups of players is characterized by organizing and playing games with fewer players in the squares and rectangles on areas of 10/10 meters up to 30/20 meters. We propose the following from the football training drills: 1. Drill organizing: 5 cones, each player with a ball. Duration 20 minutes. Tasks: lead the ball from cone to cone: • cone 1, leading with his right foot before cone 2, leading with his left foot a.s.o.; • cone 1, lead the ball with the outside of his right foot, return the ball to the right of the axis, cone 2; • changing direction with his left right/ sole before the game; •before the first cone, stop the ball with the right sole after that lead the ball with the inside of the right foot, lead the ball in the direction of cone 2 at the 2nd cone change; ditto with the left sole and the left foot; • leading the ball in front of the first cone, execute a feint with his right foot, and leading the ball in the	•With a limited number of passes up to completion; •With limited number of touches; •Leaving after pass; •Using the unskilled foot; •scoring by heading the ball; •mandatory dribbling of feint before completion.

possible in the 10 meter space. Arrived at the other end, he will leave the first ball in the circle, he will take another one using his sole and will lead it backwards on the running direction up to the start point, leaving the ball in the hoop. The next player will repeat the series.	direction of cone 2, when reaching cone 2 use left foot; • the right foot over the ball, and take the ball with your left outside, at the 2nd cone, change with your left. 2. Exercises and games in numerical equality; 1 x 1; 3 x 3 2 x 2; 4 x 4; 5 x 5. 3. Exercises and games in numerical superiority; 2 x 1; 3 x 1; 3 x 2; 4; 2; 4 x 3.	

Results

After applying the experimental training program, the following results were recorded (Table 2).

Table 2

5th and 6th grades												
Tests	**S. on 50 m flat, standing start**				**Long run**				**Lead ball - cones – shot on goal**			
Group	**Experiment**		**Control**		**Experiment**		**Control**		**Experiment**		**Control**	
Tested	**Initial**	**Final**	**Initial**	**Final**	**Initial**	**Final**	**Initial**	**Final**	**Initial**	**Final**	**Initial**	**Final**
x	8.25	8.08	8.24	8.16	680	810	700	740	12.6	10.7	12.5	11.8
σ	0.34	0.30	0.58	0.52	9.96	6.22	10.24	9.80	0.74	0.80	1.20	1.08
Cv %	4.12	3.83	4.52	4.36	4.12	2.76	4.44	4.08	5.86	7.46	6.88	7.60
± m	0.21	0.17	0.20	0.17	0.56	0.58	0.44	0.45	0.21	0.17	0.21	0.19
m^2	0.047	0.02	0.04	0.03	0.31	0.34	0.201	0.20	0.047	0.02	0.047	0.037
t= 2,77	**3.20**				**4.24**				**3.85**			
7th and 8th grades												
Group	**Experiment**		**Control**		**Experiment**		**Control**		**Experiment**		**Control**	
Tested	**Initial**	**Final**	**Initial**	**Final**	**Initial**	**Final**	**Initial**	**Final**	**Initial**	**Final**	**Initial**	**Final**
x	7.61	7.46	7.59	7.53	830	1020	850	930	11.3	9.97	11.25	10.6
σ	0.19	0.19	0.28	0.24	7.91	7.19	7.55	7.34	0.71	0.57	0.86	0.72
Cv %	2.59	2.62	2.84	2.80	2.74	2.66	3.2	3.05	6.28	5.78	7.40	7.10
± m	1.564	1.53	0.07	0.05	1.564	1.530	0.074	0.05	1.569	1.50	0.075	0.05
m^2	2.441	2.32	0.05	0.03	2.441	2.347	0.005	0.003	2.449	2.34	0.005	0.003
t=2,44	**2.82**				**3.84**				**3.60**			

Discussions

In the *"Speed running 50 m flat with standing start"* the 5th and 6th grade students in the experimental group recorded a final arithmetic average of 8.08 seconds, compared to the final arithmetic mean of the control group which was 8.16 sec. Compared to the initial arithmetic mean, the experimental group presented an increase of 0.17 sec., while the control group indicated a progress of just 0.8 sec., that is statistically significant differences between the two groups.

The 7th and 8th grade students in the experimental group recorded in the final trial of this test a progress of 0.15 sec. and the control group an increase of 0.6 sec. In this case too, the average differences of the two groups between the two tests showed low variation and high homogeneity of results.

Testing the effort capacity of children included in this study, by using the *"4 minute long run"* test highlighted the fact that, as a result of differential treatment with respect to the use of acting systems for children in the 5th and 6th grades, the experimental group achieved superior results at the final testing, an average progress of 130 m, compared to the progress of the control group, of just 40 m.

In the case of 7th and 8th grade children, the results recorded by the experimental group, for this test, indicated a progress of 190 m, compared to the control group that presented an increase of 80 m at the final test.

Even if the difference between average values for the long run is significant between the two groups, but also between the two tests, the recorded results show low variation and high homogeneity.

For the *"Leading the ball through cones and shot on goal"* test, pupils of the 5th and 6th grades in the experimental group recorded in the final test an average of 10.7 sec., compared to the control group, that recorded an average of 11.8 sec., while 7th and 8th grade pupils in the experimental group recorded an average of 9.9 sec., compared to the control group that had an average of 10.6 sec. (Figure 1).

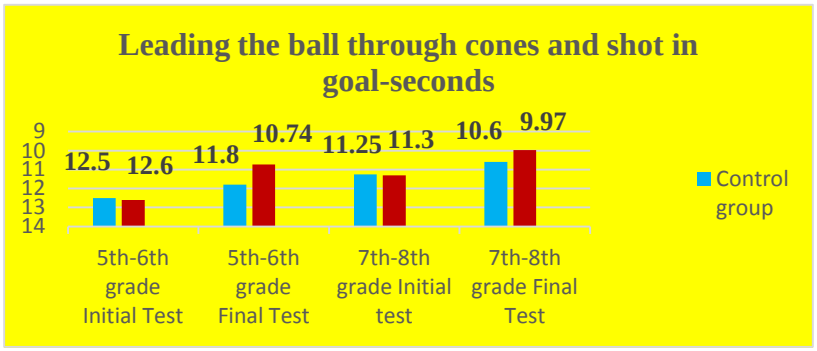

Figure. 1 Dynamics of average values for the experimental group and the control group

After the implementation of the training program aimed at treating differentially the members of the school representative football team and analyzing the evolution of the "t" test of significance, one can notice significant differences in favour of the experimental group, compared to the control group, for all the tests carried out. Therefore, new conditions in which planning must be carried out are necessary, taking into account the features of physical development, age and level of preparation of students.

Conclusions:

1. In order to achieve a maximum efficiency of the training program, the students' differential treatment has an important role, according to their age peculiarities and level of training.

2. The hypothesis of the research has been confirmed as the level of preparation of students has been growing, the results obtained at the control tests proving this aspect.

3. In order to have a permanent control of the whole training process and for the monitoring of the achieved progress and the effectiveness of the training programs, it is necessary to measure continuously the performance of the players.

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Study Based On The Assessment Of Students' Quality Of Life

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Abstract

The purpose of this research was to investigate the quality of life of the students at "Ştefan cel Mare" University of Suceava, from the faculties with economic profile, mainly. In order to collect the necessary information, a questionnaire was designed which included several questions. The questions had closed answers and were grouped into several categories. These categories were: physical health, alcohol and smoking, eating habits, physical activity and psycho-emotional health. The questionnaire was applied to 135 female and male students aged 18-32. After interpreting the data, the main findings were that most of students have an unhealthy lifestyle, most of whom are smokers, alcohol users, eat unhealthy food, and their physical activity level is close to sedentary.

Keywords: quality of life, lifestyle, health, physical activity, students, evaluation

Introduction

The quality of life is probably the most multidisciplinary term, being of global and national interest in all areas. This can be deduced from the most researches that have focused on the quality of life of the population. We can also see the establishment of the "Quality of Life Research Institute" and the "Quality of Life" magazine where health, economic, physical education and other issues are being discussed.

The definition of quality of life is not universally accepted, being interpreted according to the field of interest. In order to understand this concept, in the specialized literature (Serban et al., 2012, p. 95; Bădincu, 2015, pp. 16-17) we meet